Atlantic Beach Elementary School

2015-16 School Improvement Plan

Atlantic Beach Elementary School

298 SHERRY DR, Atlantic Beach, FL 32233

http://www.abeschool.org/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	34%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	25%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Atlantic Beach Elementary School of Accelerating Learning and Leadershipl is to provide a variety of challenging opportunities that inspire students to excel and prepare them to function in a global society.

Provide the school's vision statement

Every student at Atlantic Beach Elementary will be prepared to achieve continuous academic success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about students' cultures in a variety of ways. Every year, teachers share student information through the use of Student Tracking Cards. The cards are passed from the previous teacher to the new teacher at the beginning of the school year. Teachers also implement "Getting to Know You" activities at the beginning of the school year. Both students and parents have the opportunity to complete an information sheet. Teachers also learn about their students through one-on-one student conferences. Our school provides opportunity to learn about various cultures through the Cultural Arts activities throughout the year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

A safe environment for students is created through the implementation of School-wide Discipline Plan. Second Step bullying lessons are included in the curriculum. Students serve as leaders through organizations such as Safety Patrols, LOTS (Leaders of Tomorrow) Student Council, and Leaders in Action. Each classroom teacher also provides opportunities for leadership roles inside the classroom to ensure a safe and organized environment. As part of our School Emergency Manual, fire drills , code yellow and code red drills are practiced frequently so that students are prepared in case of an emergency.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The School-Wide Discipline plan is centered on Sean Covey's 7 Habits of Happy Children. Teachers use a common discipline chart across grade levels which emphasizes positive behavior. We also implement a Cafeteria Behavior Plan which rewards appropriate behavior during lunch time. Teachers use CHAMPS in their classrooms to teach rituals and routines and to reinforce classroom expectations. Teachers were trained on Duval County Code of Conduct during the week of preplanning. On the second day of school, all students participated in grade level assemblies to review school and class expectations with all students.
Our PBIS (Positive Behavior Instuctional Support) Team has also established a positive behavior

support plan that is aligned with expected academic and behavioral outcomes. (The school's PBIS plan is available upon request).

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are met through a variety of resources. Our school counselor provides classroom guidance to all students by visiting the classes to teach lessons on topics which include Character Education, Bullying and Leadership. Every month, each teacher recognizes a "Leader In Action." These students are recognized by the guidance counselor with a small celebration. We also receive support from the Beaches Resource Center, the Jordan Park Center and the Helicopter Maritime Strike (HMS) Weapons School. The Beaches Resource Center works with students and families to address special needs. They can assist with health screenings, counseling and support for the family. The Jordan Park Center provides after-school tutoring. The HMS Weapons Schools provides mentors for at-risk students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Refer to Positive Behavioral Interventions and Supports (PBIS) Plan. The plan is available upon request.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	2	3	2	2	2	14
One or more suspensions	0	0	0	1	1	1	3
Course failure in ELA or Math	0	2	0	2	0	0	4
Level 1 on statewide assessment	0	0	0	5	0	0	5

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	2	2	1	1	6

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- After school open computer lab using achieve and Iready for Kindergarten- 5th grade students
- Reading Interventionist working with students 5 days a week on Barton or TTS activities.
- Reading Tutor to work with students in grades 3-5 from December to March during literacy rotations.
- Parent conferences
- Mentors from the HSM Mayport Weapons Schools working with students in grades Kindergarten to Fifth grade.

- Parent volunteers working on fluency activities in the classroom during literacy rotations.
- Support from ESE teachers using Barton and TTS activities with students in Tier 3 as identified through RTI
- Attendance will be monitored by administration on a daily/weekly basis.
- Positive behavior systems in place to encourage and reward targeted behaviors.
- Math mastery tutoring program January-March, grades 3-5.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Our school works to build positive relationships with families in several ways. Several times through the PTA hosts Spirit Days and Spirit Nights. Our school mission and vision is communicated on our school website. Parents receive communication through monthly Parent newsletters, from both the principal and PTA. Teachers also send newsletters and use their websites to keep parents abreast of current information. PTA and SAC meetings are held every month. The online Parent Portal is an available tool for parents to track their child's progress. Communication is also sent to parents via their child's weekly folder or school planner. We also host Parent Nights throughout the school years.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have a parent volunteer designated as our Business Partner Coordinator. She works diligently to secure partnerships for our school. At the present time, over $6000 has been donated to our school for the current school year. Business partners have a variety of ways to provide support to ABE. Business partners can donate goods and services to support an event or participate in an ongoing program that benefits our students. Businesses can also make monetary donations. In return, Business Partners are recognized numerous ways based on their level of support. This includes recognition on the school marquee, business partner plaques and banners, in the PTA e-newsletter, PTA school directory and our school yearbook.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
McLendon, Mindy	Principal
Gallagher, Kimberly	Assistant Principal
Case, Corinne	Instructional Coach
Scalzo, Katherine	Teacher, K-12
Farinella, Becky	Teacher, K-12
Stucki, Laurie	Teacher, K-12
Jackson, Eric	Teacher, K-12
Chiumento, Laura	

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

• Principal: Provides a common vision for the use of data-based decision-making for the purpose of increasing student achievement. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; Monitors instruction and provides feedback to teachers to improve instruction throughout the school; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
• Assistant Principal: Works with the Principal to monitor student learning throughout the school year. Monitors instruction throughout the year and provides teachers with specific feedback to improve instruction. Leader of student discipline and the PBIS team to improve classroom and student behavior. Serves as the school test coordinator to plan and facilitate district and statewide assessments. Conducts safety drills and maintains the building facilities throughout the year.
• Instructional Coach: Provides support to teachers through professional development, lesson planning and modeling. Serves on the leadership team and administrative team to monitor instruction in improve current systems. Plans and delivers instruction for small groups of high achievement students to promote the theme of acceleration in grades K-5 with a primary focus on third grade students. The coach also works with teachers to create and implement safety nets for students.
* Classroom Teachers- Serve on leadership team to provide consistent feedback and recommendations in regards to learning and instruction.
*Guidance Counselor- Provides support to teachers in the areas of social growth and development for all grade levels. Serves as the lead contact for ESE programs and leads the MRT team for eligibility for ESE services.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Primary Functions:
The team meets once a month and will focus on the following academic and behavior components:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The Leadership Team will also engage in the following activities: Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will make presentations and facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Using our current Achieve, Iready reading and math, and District Baseline Assessments, K-5 students will be identified for scheduling with the reading interventionist and reading tutor.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bridget Seckinger	Teacher
Ashley Greene	Business/Community
Mindy McLendon	Principal
Jasmine O'shields	Parent
Christie Gray	Parent
Tracy Synan	Parent
Kimberly Gallagher	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

* 2014-2015 Iready Reading and Math results were reviewed at the first SAC meeting of the year.
* Past 5 years of enrollment data were reviewed at the first SAC meeting.
* Review of SIP goals from the previous year.
* Recommendations to revise and create new goals for this school year.
* Discuss overall school activities for the entire year and the involvement from all parent support groups such as PTA, SAC and Friends of Atlantic Beach Elementary (FABE).

Development of this school improvement plan

The School Advisory Council reviewed the previous year's data to assist in the development of academic goals for the 2015-2016 school year.

Preparation of the school's annual budget and plan

SAC votes to determine how to use school improvement funds. SAC also provides input on the Florida School Recognition Program.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds were used to provide after-school tutoring for at-risk students in Reading.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
McLendon, Mindy	Principal
Gallagher, Kimberly	Assistant Principal
Case, Corinne	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Increasing the level of proficiency in reading is the major initiative of the LLT.
Develop school-wide initiatives to motivate students to read.
Lead and hold Vertical Learning Community meetings each month to promote ongoing professional development in the areas of reading and language arts instruction.
Create opportunities for parents to learn about the grade level Reading expectations through Parent Nights.
Work with the Media Specialist to implement the 25 book campaign.
Develop safety nets to support students in Reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common Planning time and Professional Learning Communities (PLC) have been established to provide time for teacher collaboration. Every Tuesday, teachers meet with the Reading Coach, Assistant Principal, and Principal for common planning. During Common Planning time, teachers are able to create and review lesson plans for their students. PLC meetings are used to review instructional practices and provide updates regarding curriculum and testing. Vertical Learning Communities meet once a month per content area to enhance instruction in the areas of language arts, math, and science.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Atlantic Beach Elementary follows the district guidelines for recruiting. We also partner with the local universities to supervise pre-interns and interns majoring in elementary education.
Once teachers are hired, they are partnered with a mentor teacher. New teachers are also supported by our professional development facilitator as well as receiving support from the cadre specialist for the MINT (Mentoring and Induction for Novice Teachers) program. Teachers that are new to Atlantic Beach but not new to teaching are partnered with a tenured Atlantic Beach teacher as a mentor to foster building relationships with our new faculty and staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We do not have any new teachers to teaching this year, but we do have faculty that is new to Atlantic Beach Elementary. We have strategically paired them with a mentor teacher either on their grade level or teaching their content to support the new faculty as they transition to the community of Atlantic Beach Elementary. The mentors meet with the new faculty on a weekly and as needed basis. Mentors and new faculty are paired during the week of pre-planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers are provided District Curriculum Guides as a resource to plan their lessons. The curriculum guides include the Florida Standards. The curriculum guide supports the core instruction for Duval county in reading, math, social studies, and science. Administration monitors the fidelity of implementation to the core on a weekly basis to ensure that teachers are on pace with the curriculum guides. Teachers also have access to online resources that support the Florida Standards. (CPalms, Engage NY, FLDOE, etc.)

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is consistently used to differentiate instruction for students. Teachers use data from programs such as Accelerated Reader and i-Ready to identify the Reading level for their students. Both technology applications adjust the student profiles to match the students' abilities. We also use the i-Ready program for Math to determine the achievement levels and areas of need for students. Data is also used from Baseline Assessments to identify skills in need of remediation and enrichment. Teachers create student groups based on identified skills for all students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Through our Extended Day program, students are able to receive homework assistance and complete learning activities on the supplemental technology programs such as i-Ready (Reading and Math).

Strategy Rationale

To provide academic support to students for the purpose of increasing student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McLendon, Mindy, mclendonm@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Extended Day directors along with the Leadership Team will review the progress of students enrolled in the Extended Day program.

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: After School Program

Minutes added to school year:

Math Mastery After School Program

Strategy Rationale

For remediation with students in grades 3 to 5 on basic math skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gallagher, Kimberly , gallagherk1@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Iready math data of these students

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

This is our third year offering a Voluntary Pre K program for 4 year old students. We assist parents and preschool students with the transition to Kindergarten by offering tours of the school in the Spring. Parents and future students are able to visit classrooms, meet the Kindergarten teachers and learn more about ABE. We also have an evening Kindergarten Round Up for parents who are unable to tour the school during the day. Students in fifth grade are invited to tour Mayport Middle School to tour school and learn about middle school programs. Also, the Mayport Middle School counselor visits Atlantic Beach Elementary to discuss the programs of Mayport Middle School.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
  •

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we ensure that rigorous, differentiated instruction is upheld in every classroom, then student achievement will increase in reading, math, and science.

G2. If we develop great educators and leaders through implementation of the Leader in Me curriculum, then we will decrease the percentage of office discipline referrals and improve student behavior.

G3. If we meet with all stakeholders consistently throughout the year to communicate a clear vision that drives our priorities, goals, and decision, then we will maintain and increase the instructional culture.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we ensure that rigorous, differentiated instruction is upheld in every classroom, then student achievement will increase in reading, math, and science. `1a`

🔍 G071861

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	70.0
ELA/Reading Gains District Assessment	60.0
Math Achievement District Assessment	66.0
Math Gains District Assessment	65.0
FCAT 2.0 Science Proficiency	79.0

Resources Available to Support the Goal `2`

- PTA

- Grants

- Professional Development Training for teachers

- Project- Based Learning in the gifted classroom.

- Access to teacher tools on the curriculum guide site.

- Attendance to teacher academy and resources from the academy to access throughout the year.

- The master schedule is developed around teachers having common planning among like grade levels and content areas to plan for instruction and collaborate with one another on the curriculum.

- Project based learning in the regular classroom through Science block.

- Accelerated Reader program

Targeted Barriers to Achieving the Goal `3`

- The school district has adopted new curriculum this year. This may require teachers to devote more time and attention to the preparation of lesson materials.

Plan to Monitor Progress Toward G1. `8`

The administration team will review bi-weekly observation data and track teacher observations to ensure continuous improvement over time.

Person Responsible
Mindy McLendon

Schedule
Monthly, from 8/31/2015 to 6/6/2016

Evidence of Completion
Observation forms, tracking data form, teacher feedback conferences, agendas from common planning PLC.

G2. If we develop great educators and leaders through implementation of the Leader in Me curriculum, then we will decrease the percentage of office discipline referrals and improve student behavior. 1a

G071862

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	24.7

Resources Available to Support the Goal 2

- Leader in Me Workbooks
- Foundations Team
- 7 Habits Training
- Leader in Action Monthly Recognition

Targeted Barriers to Achieving the Goal 3

- Inconsistent communication and consistent implementation of the Leader in Me.

Plan to Monitor Progress Toward G2. 8

Evidence will be collected through PBIS Team Meeting minutes, Fall and Spring Gallup surveys, report card grades and the number of discipline incidents.

Person Responsible

Kimberly Gallagher

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

The effectiveness of the goal will be determined by Gallup Survey results and the number of disciplinary referrals each quarter. Teacher surveys will also be used to monitor effectiveness of the strategy.

G3. If we meet with all stakeholders consistently throughout the year to communicate a clear vision that drives our priorities, goals, and decision, then we will maintain and increase the instructional culture. 1a

🔍 G071863

Targets Supported 1b

Indicator	Annual Target
5Es Score: Instructional Leadership	9.4

Resources Available to Support the Goal 2

- Common Planning Time, PLC, and Vertical Team Meetings by Subject Area to consistently communicate vision of school.

- Purposeful Professional Development based on school and teacher needs.

- Agendas, email communications, and connect messages to communicate upcoming stakeholder meetings.

- School calendar regularly updated and published to increase attendance at school functions.

- Providing opportunities for student, faculty, and parent leadership.

Targeted Barriers to Achieving the Goal 3

- Poor planning for professional development

- Administration carrying the weight of communicating the vision.

Plan to Monitor Progress Toward G3. 8

We will use Principal Insight Data to monitor our instructional culture rating.

Person Responsible
Mindy McLendon

Schedule
Triannually, from 8/24/2015 to 6/10/2016

Evidence of Completion
Principal Insight Data results and Student Assessments to monitor student improvement.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

[1] = Problem Solving Step   🔍 S123456 = Quick Key

G1. If we ensure that rigorous, differentiated instruction is upheld in every classroom, then student achievement will increase in reading, math, and science. [1]

🔍 G071861

G1.B1 The school district has adopted new curriculum this year. This may require teachers to devote more time and attention to the preparation of lesson materials. [2]

🔍 B187385

G1.B1.S1 This barrier will be addressed through the administratively directed common planning sessions every Tuesday in which teachers will have opportunity with colleagues, the reading coach, and the administrative team to analyze curriculum and plan for next steps. [4]

🔍 S198840

Strategy Rationale

Teachers need time to collaborate and understand that they have the support of the leadership team when planning and delivering instruction.

Action Step 1 [5]

Create a master schedule and resource schedule that ensures collaborative planning for all teachers with administrative support present.

Person Responsible

Mindy McLendon

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

Agendas from common planning meetings, copy of master schedule, copy of school calendar identifying Tuesday as the dedicated planning day with administration, and reflections from the training.

Action Step 2 5

Create common agendas and plans for the collaborative Planning Sessions on Tuesdays.

Person Responsible

Mindy McLendon

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Agendas, Monitoring Schedule, Classroom observation data to use for planning sessions.

Action Step 3 5

Conduct data analysis, instructional rounding, curriculum planning, and assessment updates during weekly common planning and PLCs.

Person Responsible

Mindy McLendon

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Weekly Agendas, Instructional Rounding feedback, Data Reflection Forms

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Agendas will be created and attendance will be monitored. One of the administration team members will be present at all meetings.

Person Responsible

Mindy McLendon

Schedule

Monthly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Agendas, Meeting Minutes, Reflection sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

We will monitor implementation of our new curriculum through bi-weekly focus walks in which differentiation will monitored and analyzed by the administration teams.

Person Responsible

Mindy McLendon

Schedule

Monthly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Data will be shared on Fridays with administration team and action plans will be written to present to teachers in feedback conferences. A tracking form will be used to track data over time to ensure continuous improvement in the area of differentiation.

G2. If we develop great educators and leaders through implementation of the Leader in Me curriculum, then we will decrease the percentage of office discipline referrals and improve student behavior. [1]

🔑 G071862

G2.B2 Inconsistent communication and consistent implementation of the Leader in Me. [2]

🔑 B187389

G2.B2.S1 Committees will be established for Leader in Me to address academic and visual ideas to support implementation throughout the school. [4]

🔑 S198842

Strategy Rationale

In our second year of implementation for the Leader in Me, committees needed to be established in order to align our work with the 7 habits and embed leadership principles through daily instruction. The committees meet to brainstorm ideas and report them out to their grade levels to reinforce implementation school wide.

Action Step 1 [5]

Using the 7 Habits as a basis, the Foundations Team will create a Positive Behavior Instructional Support Plan.

Person Responsible

Kimberly Gallagher

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

At the end of each quarter, the Assistant Principal will review student conduct grades and discipline referrals with staff.

Action Step 2 [5]

Establish Leader in Me Academic and Visual Committees

Person Responsible

Corinne Case

Schedule

Monthly, from 7/1/2015 to 6/10/2016

Evidence of Completion

Minutes of Meetings, Visual Artifacts, Academic Artifacts (posters, workbooks, leadership notebooks)

Action Step 3 5

Leader in Me 7 Habits Training from Stephen Covey Institute

Person Responsible

Mindy McLendon

Schedule

On 3/4/2016

Evidence of Completion

Agendas from training, reflections from training

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

At the end of each quarter, the Assistant Principal will review and monitor student conduct grades and discipline referrals.

Person Responsible

Kimberly Gallagher

Schedule

Monthly, from 8/28/2015 to 6/10/2016

Evidence of Completion

The Assistant Principal will track disciplinary incidents and referrals each quarter.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

During classroom observations, the administration team will look for evidence of the Leader in Me Implementation within the classroom.

Person Responsible

Mindy McLendon

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom Observation Notes, Observation Data, Administration team meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

The Assistant Principal will solicit input from teachers during monthly PBIS Team Meetings and review student conduct grades and the number of discipline referrals at the end of each quarter.

Person Responsible

Kimberly Gallagher

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Evidence will be collected through PBIS Team Meeting minutes, Fall and Spring Gallup surveys, report card grades and the number of discipline incidents.

G3. If we meet with all stakeholders consistently throughout the year to communicate a clear vision that drives our priorities, goals, and decision, then we will maintain and increase the instructional culture. `1`

G071863

G3.B5 Poor planning for professional development `2`

B187396

G3.B5.S1 Develop Professional Development plans that are purposeful in addressing the needs of the school in which teachers are able to actively participate in viewing what effective instruction looks like. `4`

S198844

Strategy Rationale

It is important to long and short term plan for professional development in a way that addresses the needs of specific teachers and gives them specific tools that they can put into action to improve instructional practices.

Action Step 1 `5`

Use bi-weekly observations to plan for meaningful professional development that will improve instructional practices.

Person Responsible

Mindy McLendon

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Bi-weekly observation data, agendas that show alignment to student needs and PD opportunities, teacher feedback surveys.

Plan to Monitor Fidelity of Implementation of G3.B5.S1 `6`

Classroom Observation Data will be monitored during Administration team meetings to assess decreases and increases in school wide instructional practices.

Person Responsible

Mindy McLendon

Schedule

Weekly, from 8/28/2015 to 6/10/2016

Evidence of Completion

Data Analysis of Classroom Observations, Teacher Informal and Formal Observations

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 `7`

We will use the Classroom Observation Analysis and Student Assessment Results to monitor for improvement of instructional practices.

Person Responsible

Mindy McLendon

Schedule

Triannually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom Observation Analysis Spreadsheet, Student Assessments (Iready Diagnostics, Achieve, District Assessments)

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Create a master schedule and resource schedule that ensures collaborative planning for all teachers with administrative support present.	McLendon, Mindy	8/17/2015	Agendas from common planning meetings, copy of master schedule, copy of school calendar identifying Tuesday as the dedicated planning day with administration, and reflections from the training.	6/10/2016 annually
G2.B2.S1.A1	Using the 7 Habits as a basis, the Foundations Team will create a Positive Behavior Instructional Support Plan.	Gallagher, Kimberly	8/24/2015	At the end of each quarter, the Assistant Principal will review student conduct grades and discipline referrals with staff.	6/10/2016 monthly
G3.B5.S1.A1	Use bi-weekly observations to plan for meaningful professional development that will improve instructional practices.	McLendon, Mindy	8/24/2015	Bi-weekly observation data, agendas that show alignment to student needs and PD opportunities, teacher feedback surveys.	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Create common agendas and plans for the collaborative Planning Sessions on Tuesdays.	McLendon, Mindy	8/24/2015	Agendas, Monitoring Schedule, Classroom observation data to use for planning sessions.	6/10/2016 weekly
G2.B2.S1.A2	Establish Leader in Me Academic and Visual Committees	Case, Corinne	7/1/2015	Minutes of Meetings, Visual Artifacts, Academic Artifacts (posters, workbooks, leadership notebooks)	6/10/2016 monthly
G1.B1.S1.A3	Conduct data analysis, instructional rounding, curriculum planning, and assessment updates during weekly common planning and PLCs.	McLendon, Mindy	8/24/2015	Weekly Agendas, Instructional Rounding feedback, Data Reflection Forms	6/7/2016 weekly
G2.B2.S1.A3	Leader in Me 7 Habits Training from Stephen Covey Institute	McLendon, Mindy	1/15/2016	Agendas from training, reflections from training	3/4/2016 one-time
G1.MA1	The administration team will review bi-weekly observation data and track teacher observations to ensure continuous improvement over time.	McLendon, Mindy	8/31/2015	Observation forms, tracking data form, teacher feedback conferences, agendas from common planning PLC.	6/6/2016 monthly
G1.B1.S1.MA1	We will monitor implementation of our new curriculum through bi-weekly focus walks in which differentiation will monitored and analyzed by the administration teams.	McLendon, Mindy	9/1/2015	Data will be shared on Fridays with administration team and action plans will be written to present to teachers in feedback conferences. A tracking form will be used to track data over time to ensure continuous improvement in the area of differentiation.	6/7/2016 monthly
G1.B1.S1.MA1	Agendas will be created and attendance will be monitored. One of the administration team members will be present at all meetings.	McLendon, Mindy	9/1/2015	Agendas, Meeting Minutes, Reflection sheets.	6/7/2016 monthly
G2.MA1	Evidence will be collected through PBIS Team Meeting minutes, Fall and Spring Gallup surveys, report card grades and the number of discipline incidents.	Gallagher, Kimberly	8/24/2015	The effectiveness of the goal will be determined by Gallup Survey results and the number of disciplinary referrals each quarter. Teacher surveys will also be used to monitor effectiveness of the strategy.	6/10/2016 quarterly
G2.B2.S1.MA1	The Assistant Principal will solicit input from teachers during monthly PBIS Team Meetings and review student conduct grades and the number of discipline referrals at the end of each quarter.	Gallagher, Kimberly	8/24/2015	Evidence will be collected through PBIS Team Meeting minutes, Fall and Spring Gallup surveys, report card grades and the number of discipline incidents.	6/10/2016 quarterly
G2.B2.S1.MA1	At the end of each quarter, the Assistant Principal will review and monitor student conduct grades and discipline referrals.	Gallagher, Kimberly	8/28/2015	The Assistant Principal will track disciplinary incidents and referrals each quarter.	6/10/2016 monthly
G2.B2.S1.MA3	During classroom observations, the administration team will look for evidence of the Leader in Me Implementation within the classroom.	McLendon, Mindy	8/24/2015	Classroom Observation Notes, Observation Data, Administration team meeting minutes	6/10/2016 biweekly
G3.MA1	We will use Principal Insight Data to monitor our instructional culture rating.	McLendon, Mindy	8/24/2015	Principal Insight Data results and Student Assessments to monitor student improvement.	6/10/2016 triannually
G3.B5.S1.MA1	We will use the Classroom Observation Analysis and Student Assessment Results to monitor for improvement of instructional practices.	McLendon, Mindy	8/24/2015	Classroom Observation Analysis Spreadsheet, Student Assessments (Iready Diagnostics, Achieve, District Assessments)	6/10/2016 triannually
G3.B5.S1.MA1	Classroom Observation Data will be monitored during Administration team meetings to assess decreases and increases in school wide instructional practices.	McLendon, Mindy	8/28/2015	Data Analysis of Classroom Observations, Teacher Informal and Formal Observations	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we ensure that rigorous, differentiated instruction is upheld in every classroom, then student achievement will increase in reading, math, and science.

G1.B1 The school district has adopted new curriculum this year. This may require teachers to devote more time and attention to the preparation of lesson materials.

G1.B1.S1 This barrier will be addressed through the administratively directed common planning sessions every Tuesday in which teachers will have opportunity with colleagues, the reading coach, and the administrative team to analyze curriculum and plan for next steps.

PD Opportunity 1

Conduct data analysis, instructional rounding, curriculum planning, and assessment updates during weekly common planning and PLCs.

Facilitator

Mindy McLendon, Corrine Case, Kimberly Gallagher

Participants

All teachers in grades Pre- Kindergarten to Fifth Grade.

Schedule

Weekly, from 8/24/2015 to 6/7/2016

G2. If we develop great educators and leaders through implementation of the Leader in Me curriculum, then we will decrease the percentage of office discipline referrals and improve student behavior.

G2.B2 Inconsistent communication and consistent implementation of the Leader in Me.

G2.B2.S1 Committees will be established for Leader in Me to address academic and visual ideas to support implementation throughout the school.

PD Opportunity 1

Using the 7 Habits as a basis, the Foundations Team will create a Positive Behavior Instructional Support Plan.

Facilitator

Kimberly Gallagher

Participants

All faculty and Staff at Early Release Meetings

Schedule

Monthly, from 8/24/2015 to 6/10/2016

PD Opportunity 2

Establish Leader in Me Academic and Visual Committees

Facilitator

Corrine Case

Participants

All Faculty and Staff at Early Release Meetings

Schedule

Monthly, from 7/1/2015 to 6/10/2016

PD Opportunity 3

Leader in Me 7 Habits Training from Stephen Covey Institute

Facilitator

Leader in Me Facilitator (Stephen Covey Institute)

Participants

All Faculty and Staff

Schedule

On 3/4/2016

G3. If we meet with all stakeholders consistently throughout the year to communicate a clear vision that drives our priorities, goals, and decision, then we will maintain and increase the instructional culture.

G3.B5 Poor planning for professional development

G3.B5.S1 Develop Professional Development plans that are purposeful in addressing the needs of the school in which teachers are able to actively participate in viewing what effective instruction looks like.

PD Opportunity 1

Use bi-weekly observations to plan for meaningful professional development that will improve instructional practices.

Facilitator

Mindy McLendon, Kimberly Gallagher, Corrine Case

Participants

PK - Fifth Grade Teachers

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	**Create a master schedule and resource schedule that ensures collaborative planning for all teachers with administrative support present.**				**$0.00**
2	G1.B1.S1.A2	**Create common agendas and plans for the collaborative Planning Sessions on Tuesdays.**				**$0.00**
3	G1.B1.S1.A3	**Conduct data analysis, instructional rounding, curriculum planning, and assessment updates during weekly common planning and PLCs.**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	500-Materials and Supplies	0651 - Atlantic Beach Elementary School	School Improvement Funds		$1,500.00
			Notes: Lucy Calkins Units of Study for Reading			
4	G2.B2.S1.A1	**Using the 7 Habits as a basis, the Foundations Team will create a Positive Behavior Instructional Support Plan.**				**$0.00**
5	G2.B2.S1.A2	**Establish Leader in Me Academic and Visual Committees**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	590-Other Materials and Supplies	0651 - Atlantic Beach Elementary School	School Improvement Funds		$1,500.00
			Notes: Leader in Me Professional Development Materials			
6	G2.B2.S1.A3	**Leader in Me 7 Habits Training from Stephen Covey Institute**				**$0.00**
7	G3.B5.S1.A1	**Use bi-weekly observations to plan for meaningful professional development that will improve instructional practices.**				**$0.00**
					Total:	**$3,000.00**